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ABSTRACT

This is a compendium of research instruments and procedures concerned with the school curriculum and instructional practices for developing a data base to be used in comprehensive educational planning. The instruments and procedures were designed and tested with the cooperation of the boards of education, administrators, teachers, students, and parents in two Kentucky school districts, and they can be used individually or as a data gathering kit. The "kit" includes a device to obtain a composite view of what administrators and teachers regard as the purposes of education; instruments to obtain the opinions of professional educators and parents concerning the basic needs of their respective schools; an instrument to obtain a fast, thorough inventory of instructional practices; a device for determining how teachers view the present organizational structure of their schools and for assessing their preferences of certain kinds of organizational arrangements; and inventory instruments to provide the views of students as to the adequacy of their learning opportunities in school. (Editor)

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RESEARCH PROCEDURES FOR COMPREHENSIVE EDUCATIONAL PLANNING

Curriculum and Instructional Practices

Prepared by

Bureau of School Service
College of Education
University of Kentucky

April 15, 1971

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Foreword

This is a compendium of research instruments and procedures concerned with the school curriculum and instructional practices for developing a data base to be used in comprehensive educational planning. The instruments and procedures were designed and tested with the cooperation of the boards of education, administrators, teachers, students, and parents in the Letcher County and Harlan Independent school districts.

Obviously, comprehensive educational planning is an essential process in the development of school programs that are relevant, effective, and efficient. Just as obvious, the process must be of a continuing nature, methodical, thorough, and adaptable. Controlled change, based upon a comprehensive analysis of needs and resources and projected through logical judgmental processes, is preferable to chaotic uncontrolled change, yet the latter will prevail unless the necessary time, energy, and resources are marshalled to effect the former.

The instruments and procedures reported herein have been devised to provide some guidance to school districts in Region VI, Title III, that wish to apply a logical process to planning. The Letcher County Board of Education, with a Title V, 503 grant from the Kentucky Department of Education, contracted with the Bureau of School Service, University of Kentucky, to design and apply research instrumentation and procedures in two pilot districts to develop information profiles in two programming areas: (1) curriculum, and (2) instructional practices. The research design assumed the ready availability

of profiles and data related to course offerings, materials inventories, financial resources, expenditures, pupils' achievement, holding power, et cetera; however, it was recognized that other data should be collected as well if a sound informational base were to undergird comprehensive planning efforts. It was toward this goal that the Bureau was engaged to research the two program areas listed above.

What follows, then, is a compendium of the data-gathering instruments and procedures tested in the Letcher County and Harlan Independent school districts. (The data derived from the administration of the instruments in the two districts have been reported to each of those districts.) In effect, this is a "kit" of research materials for use in educational planning.

In the "kit" are the folliwing kinds of research instruments and procedures:

1) A device to obtain a composite view of what administrators and teachers regard as the Purposes of Education.
2) Instruments to obtain the opinions of professional educators and paretns concerning the Basic Needs of their respective schools.
3) An instrument to obtain a quick, yet thorough, inventory of Instructional Practices.
4) A device for determining how teachers view the present organizational structure of their schools and for assessing their preferences of certain kinds of organizational arrangements.
5) Inventory instruments to provide the views of students as to the adequacy of their learning opportunities in school.

PURPOSES OF EDUCATION

A fundamental need in educational planning is an understanding of the major goals or purposes toward which planning is to be directed. Without clearly identified and agreed-upon purposes, there is little hope of developing school programs that are coordinated, articulated, and viable. The diversity of opinions concerning goals usually found in any school staff and community, and the inattention customarily given to goal identification, make the task of planning inordinately difficult.

The following instrument--Purposes of Education (Exhibit 1)--is a response form for professional personnel to record their opinions about ten general statements of educational purposes. Each respondent is to be given a response form and a deck of ten cards, each containing a statement of purpose. Sorting of the cards and the directions for recording responses are provided on the response form.

The ten general statements of educational purpose are:

1) To teach academic information for immediate and future use; essentially promoting the learning of knowledge for the recall of specifics, methods, patterns, and structures.
2) To develop academic skills such as reading, mathematical computation, writing, interpretation and extrapolation of informational data, analysis of problem elements, and problem-solving.
3) To develop interpersonal relationships based upon appreciation of the contributions others have made and are making toward cultural, social, and political heritage.

4) To develop a desire to pursue learning interests for the sense of satisfaction and accomplishment in learning.

5) To develop self-concepts essential for self-fulfillment and social interaction.

6) To develop persistence in the pursuit of worthwhile goals.

7) To disseminate vocational information to facilitate the exploration of future vocational pursuits.

8) To develop vocational skills to enable one to perform adequately in the world of work.

9) To promote physical health.

10) To develop avocational and recreational skills and information relevant to leisure time pursuits.

These ten statements of educational purpose factor into five categories:

Academic (Statements 1,2)

Traits (Statements 4,6)

Self-Relationships (Statements 3,5)

Vocational (Statements 7,8)

Health/Recreation (Statements 9,10)

The list of purposes might have been expanded to fifty or a hundred; the five categories provide the main ingredient of this instrument. If substantial agreement onpriority can be obtained on these categories, a school or district faculty will have attained a sense of direction for planning.

Exhibit 1 is a copy of the response form for this research device.

Exhibit 2 is a sample of a data array produced from Section II of this procedure.

Tabulation of responses to this instrument is a simple frequency count and, in the case of Section II, a reverse order weighting of responses in each instance to arrive at a rank order for any given group of respondents. If it is desirable to determine the relationship between or among the rank assignments of two or more groups, the Spearman rank-difference correlation coefficient is an appropriate statistic:

$$r_s = 1 - \frac{6 \sum D^2}{N (N^2-1)}$$

EXHIBIT I

PURPOSES OF THE SCHOOL

1. Grades you teach, or position _____

2. If secondary, subjects you teach _____

3. Years of experience in this district (exclude this year) _____

4. Total years of experience (exclude this year) _____

5. Sex: M _____, F _____.

I. You have been given 10 cards, each with a statement of school purpose and card number. Read this statement carefully. Now rate the importance of each purpose on the following scale:

1 = Extremely important
2 = Important
3 = Of minor importance
4 = Not important

Record your response (1, 2, 3, or 4) after each of the following card numbers:

1. /___/
2. /___/
3. /___/
4. /___/
5. /___/
6. /___/
7. /___/
8. /___/
9. /___/
10. /___/

II. Using all cards: Rank these 10 statements in terms of needed priority in your school. Record card numbers in descending order below (highest priority is "a", lowest priority is "j")

a. /___/
b. /___/
c. /___/
d. /___/
e. /___/
f. /___/
g. /___/
h. /___/
i. /___/
j. /___/

EXHIBIT 1--Continued

III. Pull out Cards 1, 3, 5, and 7: Rank these statements in terms of needed priority in your school. Record card numbers. (Highest priority is "a", lowest priority is "d")

a. /___/

b. /___/

c. /___/

d. /___/

IV. Pull out Cards 2, 4, 6, and 8: Rank these statements in terms of needed priority in your school. Record card numbers. (Highest priority is "a", lowest priority is "d")

a. /___/

b. /___/

c. /___/

d. /___/

V. Pull out Cards 1, 7, 9, and 10: Rank these statements in terms of needed priority in your school. Record card numbers. (Highest priority is "a", lowest priority is "d")

a. /___/

b. /___/

c. /___/

d. /___/

E X H I B I T 2

RANKING OF TEN PURPOSE STATEMENTS

Purpose Statement	Ranking		
	Elementary Teachers N = 176	H. S. Teachers N = 85	County Total N = 261
1. To teach academic information for immediate and future use; essentially promoting the learning of knowledge for the recall of specifics, methods, patterns, and structures.	3	5	3
2. To develop academic skills such as reading, mathematical computation, writing, interpretation and extrapolation of informational data, analysis of problem elements, and problem solving.	1	1	1
3. To develop interpersonal relationships based upon appreciation for the contributions others have made and are making toward our cultural, social, and political heritage.	8	6	8
4. To develop a desire to pursue learning interests for the sense of satisfaction and accomplishment in learning.	2	4	2
5. To develop self-concepts essential for self-fulfillment and social interaction.	4	3	4
6. To develop persistence in the pursuit of worthwhile goals.	5	2	5
7. To disseminate vocational information to facilitate the exploration of future vocational pursuits.	9	9	9
8. To develop vocational skills to enable one to perform adequately in the world of work.	6	8	7
9. To promote physical health.	7	7	6
10. To develop avocational and recreational skills and information relevant to leisure time pursuits.	10	10	10

BASIC NEEDS

This instrument (Professional Form and Parent Form) was designed to obtain the perceptions of basic school and learners' needs among both professional educators and parents. The Professional Form of this instrument consists of three parts. Part I contains 55 items clustered in six needs categories:

Items 1-10--Instructional Material Needs
Items 11-20--Non-Instructional Service Needs
Items 21-30--School Reorganization Needs
Items 31-40--Curricular Programming Needs
Items 41-50--Physical Facilities Needs
Items 51-55--Community Involvement Needs

The Parent Form is a simplified version of 40 items which omits some items which refer to somewhat technical needs. These 40 items are clustered into six categories as follows:

Items 1-5--Instructional Material Needs
Items 6-15--Non-Instructional Service Needs
Items 16-20--School Reorganization Needs
Items 21-30--Curricular Programming Needs
Items 31-35--Physical Facilities Needs
Items 36-40--Community Involvement Needs

Respondents are asked to scale these items in terms of needed attention in their respective schools (More Attention, Present Attention, Less Attention.)

Part II consists of a listing of the above six needs categories and respondents are asked to rank order these in priority of need.

Part III of both forms consists of a listing of learners' needs (six on the Professional Form, eight on the Parent Form) and respondents are asked to evaluate the adequacy of their school in meeting these needs.

Exhibit 3 is a replica of the Basic Needs instrument (Parent Form).

Exhibit 4 is a copy of the Parent Form of this instrument

Exhibit 5 shows how data from Part I can be arrayed.

Exhibit 6 shows how data from Part II might be presented.

Exhibit 7 shows how data from Part III could be arrayed.

Tabulation for all sections is accomplished by a simple frequency count. Part II, which respondents provide a ranking, is treated by a reverse order weighting process. Spearman rank-difference coefficients may be obtained in the same manner as described under the previous section of this report, Purposes of Education.

EXHIBIT 3

BASIC NEEDS SURVEY

This survey is designed to obtain information concerning the basic needs of your school(s). Your response to this instrument will help provide the necessary information for planning for improvements in your school(s). Therefore, would you please read the directions carefully and give thoughtful consideration to each item?

Name of School(s)_____

School District _____

CHECK (✓) THE APPROPRIATE IDENTIFICATION FOR YOU. Check only one.

1. _____ Elementary Teacher (Grades 1-6 or Grades 1-8)
2. _____ Junior High Teacher (Grades 7-9)
3. _____ High School Teacher (Grades 9-12)
4. _____ Principal
5. _____ Board of Education Member
6. _____ Central Office Staff (Superintendent, Supervisor, DPP, etc.)
7. _____ Student
8. _____ Parent (with children in school)
9. _____ School Patron (no children in school)
10. _____ Other (Specify) _____

EXHIBIT 3--Continued

PART I

Check the following educational needs according to the degree of attention you feel should be given them in your school at this time. Check (✓) either More Attention, Present Attention, or Less Attention. CHECK ONLY ONE DEGREE OF ATTENTION FOR EACH STATEMENT OF NEED.

	More Attention	Present Attention	Less Attention
1. Need for library books and reference materials	( )	( )	( )
2. Need for newspapers and magazines	( )	( )	( )
3. Need for films and filmstrips	( )	( )	( )
4. Need for supplementary textbooks	( )	( )	( )
5. Need for physical models of human anatomy, animal life, physical geography, etc.	( )	( )	( )
6. Need for charts, pictorial diagrams, maps, etc.	( )	( )	( )
7. Need for audio and video tape recordings and records	( )	( )	( )
8. Need for commercially prepared overhead transparencies	( )	( )	( )
9. Need for manipulative materials such as alphabet blocks, slide rules, etc.	( )	( )	( )
10. Need for workbooks, programmed learning materials, etc.	( )	( )	( )
11. Need for guidance and counseling services in the elementary school	( )	( )	( )
12. Need for guidance and counseling services in the junior high school	( )	( )	( )
13. Need for guidance and counseling services in the high school	( )	( )	( )

EXHIBIT 3--Continued

	More Attention	Present Attention	Less Attention
14. Need for health and safety services	( )	( )	( )
15. Need for breakfast services for students	( )	( )	( )
16. Need for lunch services for students	( )	( )	( )
17. Need for transportation services	( )	( )	( )
18. Need for welfare services such as clothing, eyeglasses, etc.	( )	( )	( )
19. Need for hearing and speech correction services	( )	( )	( )
20. Need for home visitation and social work services	( )	( )	( )
21. Need for non-graded school programs	( )	( )	( )
22. Need for flexible scheduling of students in their daily programs	( )	( )	( )
23. Need for longer school year for elementary pupils	( )	( )	( )
24. Need for longer school year for junior high or high school students	( )	( )	( )
25. Need for team teaching in which two or more teachers work together	( )	( )	( )
26. Need for independent study time for elementary pupils	( )	( )	( )
27. Need for independent study time for junior high or high school students	( )	( )	( )
28. Need for smaller classes for elementary pupils	( )	( )	( )
29. Need for smaller classes for junior high or high school students	( )	( )	( )
30. Need for part-time attendance for high school students who need to help support themselves	( )	( )	( )

EXHIBIT 3--Continued

	More Attention	Present Attention	Less Attention
31. Need for pre-first grade programs such as kindergarten	( )	( )	( )
32. Need for improved programs in art and music	( )	( )	( )
33. Need for improved reading programs	( )	( )	( )
34. Need for improved English programs	( )	( )	( )
35. Need for improved mathematics programs	( )	( )	( )
36. Need for improved social studies program	( )	( )	( )
37. Need for improved science programs	( )	( )	( )
38. Need for improved physical education programs	( )	( )	( )
39. Need for improved vocational education programs	( )	( )	( )
40. Need for improved health, mental health, and sex education programs	( )	( )	( )
41. Need for new school buildings to replace present buildings	( )	( )	( )
42. Need for space additions to present buildings	( )	( )	( )
43. Need to provide for pupil comfort such as heating, lighting, air conditioning	( )	( )	( )
44. Need to remodel present buildings to provide for more flexibility	( )	( )	( )
45. Need to provide projection equipment such as movie, filmstrip, and overhead projectors	( )	( )	( )
46. Need to provide equipment such as duplicators, printers, etc., to produce materials	( )	( )	( )
47. Need to provide gymnasium and playground equipment	( )	( )	( )

EXHIBIT 3--Continued

	More Attention	Present Attention	Less Attention
48. Need to provide self-instruction equipment such as teaching machines	( )	( )	( )
49. Need to provide audio and video equipment	( )	( )	( )
50. Need to provide equipment for vocational and occupational education	( )	( )	( )
51. Need for dissemination of school news in newspapers, radio, etc.	( )	( )	( )
52. Need for public advisory groups to counsel board of education	( )	( )	( )
53. Need public advisory groups to counsel teachers concerning school improvement	( )	( )	( )
54. Need for PTA	( )	( )	( )
55. Need for greater use of human resources from the community in the school program.	( )	( )	( )

EXHIBIT 3 -- Continued

PART II

Rank the following six categories of needs according to the attention you believe should be given them in your school. That is, place a "1" before the need you feel needs the most attention, a "2" before the second most critical need, . . . and a "6" before the need you feel requires the least attention at this time.

RANK

_____ 1. Need for additional or different instructional materials.

_____ 2. Need for more adequate buildings and/or equipment.

_____ 3. Need for more appropriate or adequate curricula (course of study).

_____ 4. Need for organizing the school in different ways so as to group pupils differently, schedule the time of pupils differently, etc.

_____ 5. Need for greater community involvement in school affairs and more school-community communications.

_____ 6. Need for more adequate non-instructional services for pupils such as health services, counseling, food services, transportation, etc.

EXHIBIT 3--Continued

PART III

This section is designed to obtain your opinion of the adequacy of your school's program in meeting certain needs of learners. Please check (✓) whether you feel your school's program is Strong, Adequate, or Weak in meeting the following student needs:

	Strong	Adequate	Weak
1. LEARNING SKILLS (Those skills necessary for learning the basic knowledge; e.g., reading, writing, speaking, listening, etc. . .)	( )	( )	( )
2. BASIC KNOWLEDGE (The knowledge in those areas commonly considered to be subject-matter.)	( )	( )	( )
3. BEHAVIORAL TRAITS (Personal traits of persistence, disciplined behavior, appreciation for the worth and contributions of others, etc. . .)	( )	( )	( )
4. PHYSICAL AND/OR MENTAL HEALTH (Knowledge, attitudes, and skills necessary for good physical and mental health.)	( )	( )	( )
5. VOCATIONAL KNOWLEDGE AND SKILLS (The knowledge and skills related to the world of work to help one become economically productive and self-sufficient.)	( )	( )	( )
6. RECREATIONAL AND AVOCATIONAL KNOWLEDGE AND SKILLS (The learnings which enable one to make wise use of leisure time.)	( )	( )	( )

EXHIBIT 4

LETCHER COUNTY SCHOOL SURVEY

Dear Parent:

This questionnaire is part of an effort to obtain important information concerning the Letcher County schools. The Letcher County Board of Education, with University of Kentucky help, is collecting information necessary for planning future programs for your schools. Such programs need to be developed with the desire and understanding of parents of the boys and girls who are being educated. Therefore, would you please fill out the attached questionnaire and return it promptly to the teacher who sent it to you? If, by some chance, you have received two or more copies of this questionnaire, fill out only one and return it and the others to your school.

IT IS VERY IMPORTANT THAT YOU PROVIDE US WITH THE INFORMATION CALLED FOR IN THIS QUESTIONNAIRE. PLEASE TAKE THE TIME TO HELP THE BOYS AND GIRLS OF YOUR SCHOOL.

THANK YOU FOR YOUR ASSISTANCE.

EXHIBIT 4--Continued

PART I

Check the following educational needs according to the degree of attention you feel should be given them in your school at this time. Check (✓) either More Attention, Present Attention, or Less Attention. CHECK ONLY ONE DEGREE OF ATTENTION FOR EACH STATEMENT OF NEED.

		More Attention	Present Attention	Less Attention
1.	Need for library books and reference materials	( )	( )	( )
2.	Need for newspapers and magazines	( )	( )	( )
3.	Need for films and filmstrips	( )	( )	( )
4.	Need for supplementary textbooks	( )	( )	( )
5.	Need for workbooks, programmed learning materials, etc.	( )	( )	( )
6.	Need for guidance and counseling services in the elementary school	( )	( )	( )
7.	Need for guidance and counseling services in the junior high school	( )	( )	( )
8.	Need for guidance and counseling services in the high school	( )	( )	( )
9.	Need for health and safety services	( )	( )	( )
10.	Need for breakfast services for students	( )	( )	( )
11.	Need for lunch services for students	( )	( )	( )
12.	Need for transportation services	( )	( )	( )
13.	Need for welfare services such as clothing, eyeglasses, etc.	( )	( )	( )
14.	Need for hearing and speech correction services	( )	( )	( )
15.	Need for home visitation and social work services	( )	( )	( )

EXHIBIT 4--Continued

		More Attention	Present Attention	Less Attention
16.	Need for longer school year for elementary pupils	( )	( )	( )
17.	Need for longer school year for junior high or high school students	( )	( )	( )
18.	Need for smaller classes for elementary pupils	( )	( )	( )
19.	Need for smaller classes for junior high or high school students	( )	( )	( )
20.	Need for part-time attendance for high school students who need to help support themselves	( )	( )	( )
21.	Need for pre-first grade programs such as kindergarten	( )	( )	( )
22.	Need for improved programs in art and music	( )	( )	( )
23.	Need for improved reading programs	( )	( )	( )
24.	Need for improved English programs	( )	( )	( )
25.	Need for improved mathematics programs	( )	( )	( )
26.	Need for improved social studies programs	( )	( )	( )
27.	Need for improved science programs	( )	( )	( )
28.	Need for improved physical education programs	( )	( )	( )
29.	Need for improved vocational education programs	( )	( )	( )
30.	Need for improved health, mental health, and sex education programs	( )	( )	( )
31.	Need for new school buildings to replace present buildings	( )	( )	( )
32.	Need for space additions to present buildings	( )	( )	( )

EXHIBIT 4--Continued

		More Attention	Present Attention	Less Attention
33.	Need to provide for pupil comfort such as heating, lighting, air conditioning	( )	( )	( )
34.	Need to remodel present buildings to provide for more flexibility	( )	( )	( )
35.	Need to provide equipment for vocational and occupational education.	( )	( )	( )
36.	Need for dissemination of school news in newspapers, radio, etc.	( )	( )	( )
37.	Need for pubiic advisory groups to counsel board of education	( )	( )	( )
38.	Need public advisory groups to counsel teachers concerning school improvement	( )	( )	( )
39.	Need for PTA	( )	( )	( )
40.	Need for greater use of human resources from the community in the school program	( )	( )	( )

EXHIBIT 4--Continued

PART II

If you had to choose, which of the following needs would you like to see attacked first? Second? Third? Fourth? Fifth? Last? Read the six need statements, then pick out the one need which you feel should be given attention first and place a 1 before it. Then pick out the one need which should be attacked as the second priority and place a 2 before it. Place a 3 before the third priority need, a 4 before the fourth priority need, a 5 before the fifth priority need, and a 6 before the need which you feel should be given the least attention and effort at this time.

RANK

_____ 1. Need for additional or different instructional materials.

_____ 2. Need for more adequate buildings and/or equipment.

_____ 3. Need for more appropriate or adequate curricula (course of study).

_____ 4. Need for organizing the school in different ways so as to group pupils differently, schedule the time of pupils differently, etc.

_____ 5. Need for greater community involvement in school affairs and more school-community communications.

_____ 6. Need for more adequate non-instructional services for pupils such as health services, counseling, food services, transportation, etc.

EXHIBIT 4--Continued

PART III

How well is your school serving the pupils of your community? Please check (✓) each statement below according to whether you feel your school is doing an "Excellent," "Fair," or "Poor" job.

		Excellent	Fair	Poor
1.	Helping pupils acquire the skills necessary for learning, such as reading skills, writing skills, and speaking skills	( )	( )	( )
2.	Helping pupils obtain knowledge in subjects or courses, such as history, mathematics, literature, and science	( )	( )	( )
3.	Helping pupils learn to become responsible citizens	( )	( )	( )
4.	Helping pupils acquire the knowledge and skills necessary for good physical and mental health	( )	( )	( )
5.	Helping pupils gain an understanding of and skills in how to earn their living in the world of work	( )	( )	( )
6.	Helping pupils who have special needs because they have physical or mental handicaps	( )	( )	( )
7.	Helping pupils who have financial handicaps or special social needs	( )	( )	( )
8.	Helping pupils learn how to get along with each other, have wholesome human relations	( )	( )	( )

EXHIBIT 5

BASIC NEEDS STUDY

Elementary Teachers

	X School N = 15						Y School N = 18						Z School N = 16					
	Less		Present		More		Less		Present		More		Less		Present		More	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Need for library books and reference materials	2	13.3	7	46.7	6	40.0	1	5.6	6	33.3	11	6.1	1	6.2	6	37.5	9	56.3
2. Need for newspapers and magazines	2	13.3	3	20.0	10	66.7	1	5.6	8	44.4	9	50.0	5	31.3	2	12.5	9	56.3
3. Need for films and filmstrips	1	6.7	7	46.7	7	46.7	0	0.0	5	27.8	13	72.2	0	0.0	8	50.0	8	50.0
4. Need for supplementary textbooks	4	26.7	5	33.3	6	40.0	0	0.0	1	5.6	17	94.4	1	6.2	3	18.8	12	75.0
5. Need for physical models of human anatomy, animal life, physical geography, etc.	0	0.0	5	33.3	10	66.7	0	0.0	0	0.0	18	100.0	0	0.0	5	31.3	11	68.8
6. Need for charts, pictorial diagrams, maps, etc.	0	0.0	3	20.0	12	80.0	0	0.0	1	5.6	17	94.4	1	6.2	9	56.3	6	37.5
7. Need for audio and video tape recordings and records	0	0.0	2	13.3	13	86.7	0	0.0	4	22.2	14	77.8	1	6.2	4	25.0	11	68.8
8. Need for commercially prepared overhead transparencies	1	6.7	3	20.0	10	66.7	0	0.0	1	5.6	17	94.4	3	18.8	3	18.8	10	62.5
9. Need for manipulative materials--alphabet blocks, slide rules, etc.	1	6.7	7	46.7	7	46.7	1	5.6	3	16.7	14	77.8	6	37.5	3	18.8	7	43.8
10. Need for workbooks, programmed learning materials, etc.	0	0.0	5	33.3	9	60.0	0	0.0	2	11.1	16	88.9	1	6.2	5	31.3	10	62.5
11. Need for guidance and counseling services in the elementary school	1	6.7	1	6.7	12	80.0	0	0.0	2	11.1	16	88.9	0	0.0	2	12.5	12	75.0
12. Need for guidance and counseling services in the junior high school	1	6.7	3	20.0	8	53.3	0	0.0	3	16.7	11	61.1	0	0.0	2	12.5	11	68.8
13. Need for guidance and counseling services in the high school	1	6.7	6	40.0	5	33.3	0	0.0	1	5.6	8	44.4	1	6.2	1	6.2	9	56.3
14. Need for health and safety services	1	6.7	4	26.7	9	60.0	0	0.0	4	22.2	14	77.8	1	6.2	3	18.8	12	75.0
15. Need for breakfast services for students	0	0.0	4	26.7	10	66.7	2	11.1	8	44.4	7	38.9	8	50.0	3	18.8	5	31.3

EXHIBIT 6

RANKING OF BASIC NEEDS CATEGORIES

Need	Response Group Ranking		
	Elementary Teachers N = 191	Secondary Teachers N = 73	Parents N = 264
Need for additional or different instructional materials	1	3	5
Need for more adequate buildings and/or equipment	2	1	1
Need for more appropriate or adequate curricula (courses of study)	4	2	4
Need for organizing the school in different ways so as to group pupils differently, schedule the time of pupils differently, etc.	3	4	6
Need for greater community involvement in school affairs and more school-community communications	6	5	3
Need for more adequate non-instructional services for pupils such as health services, counseling, food services, transportation, etc.	5	6	2

EXHIBIT 7

RESPONSES TO LEARNERS' NEEDS

Teachers

	Elementary Teachers N=191						High School Teachers N=73					
	Strong		Adequate		Weak		Strong		Adequate		Weak	
	N	%	N	%	N	%	N	%	N	%	N	%
LEARNING SKILLS (Those skills necessary for learning the basic knowledge; e.g., reading, writing, speaking, listening, etc.)	48	25.1	89	46.6	37	19.4	15	20.5	43	58.9	14	19.2
BASIC KNOWLEDGE (The knowledge in those areas commonly considered to be subject-matter.)	22	11.5	124	64.9	26	13.6	7	9.6	50	68.5	15	20.5
BEHAVIORAL TRAITS (Personal traits of persistence, disciplined behavior, appreciation for the worth and contributions of others, etc.)	81	42.4	70	36.6	24	12.6	40	54.8	24	32.9	8	11.0
PHYSICAL AND/OR MENTAL HEALTH (Knowledge, attitudes, and skills necessary for good physical and mental health)	65	34.0	98	51.3	12	6.3	27	37.0	41	56.2	4	5.5
VOCATIONAL KNOWLEDGE AND SKILLS (The knowledge and skills related to the world of work to help one become economically productive and self-sufficient.)	113	59.2	50	26.2	9	4.7	28	38.4	37	50.7	7	9.6
RECREATIONAL AND AVOCATIONAL KNOWLEDGE AND SKILLS (The learnings which enable one to make wise use of leisure time.)	99	51.8	62	32.5	10	5.2	54	74.0	17	23.3	1	1.4

INSTRUCTIONAL PRACTICES

Obviously, a questionnaire cannot determine fully what instructional practices teachers utilize in their classrooms. What teachers do has been subjected to a considerable volume of research effort; some efforts using verbal analysis techniques, some employing video episodic procedures, others relying on skilled observation. A carefully designed questionnaire, however, can elicit responses from teachers and provide generalized profiles of typical teaching practices for use as a point of departure for discussion and further elaboration of such practices. This questionnaire designed by the Bureau of School Service (Exhibit 8) was intended for this purpose.

The Instructional Practices Survey instrument consists of three major sections: (1) Planning, (2) Classroom Organization, and (3) Instruction. A simple frequency scaling format is used, and the tabulation of responses is simple frequency counting. Exhibits 9-16 illustrate how to array the data yield from the administration of this instrument.

EXHIBIT 8

INSTRUCTIONAL PRACTICES SURVEY

This survey instrument is designed to obtain information concerning some of the instructional practices of your school. Your response to this instrument will help provide the basic information necessary for planning for school improvements. Therefore, will you please give thoughtful consideration and response to each item?

PLEASE RESPOND TO ALL ITEMS

Name of School _____

School District _____

CHECK (✓) THE APPROPRIATE IDENTIFICATION FOR YOU.
Check only one.

_____ 1. Elementary Teacher (Grades 1 - 6 or 1 - 8)

_____ 2. Junior High Teacher (Grades 7 - 9)

_____ 3. High School Teacher (Grades 9 - 12)

EXHIBIT 8--Continued

SECTION I

PLANNING

I. Teachers generally use some guide in planning classroom instruction. Check the frequency with which you ordinarily use the following:

	Always	Usually	Occasionally	Rarely or Never
1. Adopted textbooks	( )	( )	( )	( )
2. Other textbooks	( )	( )	( )	( )
3. Guides developed by you	( )	( )	( )	( )
4. Guides developed by your school	( )	( )	( )	( )
5. Guides developed by your school district	( )	( )	( )	( )
6. Other:_____				
_____	( )	( )	( )	( )

II. Teachers generally pre-determine the central focus of instruction : i.e., they plan with certain general objectives in mind. Check the frequency with which the following objectives apply in your planning effort:

	Always	Usually	Occasionally	Rarely or Never
7. Have all pupils attempt to learn the same information or skills	( )	( )	( )	( )
8. Have all pupils study the same information or skills, but learn these in varying degrees	( )	( )	( )	( )
9. Have all pupils try to learn the same information or skills, but use different materials to acquire these	( )	( )	( )	( )
10. Differentiate the concepts, information or skills to be learned in terms of the differences among pupils	( )	( )	( )	( )

EXHIBIT 8--Continued

III. Teachers use a variety of devices and strategies to plan instruction. Check the frequency with which you employ the following:

	Always	Usually	Occasionally	Rarely or Never
11. Written lesson plans are devised	( )	( )	( )	( )
12. Behavioral objectives are written	( )	( )	( )	( )
13. Textbook manuals are followed	( )	( )	( )	( )
14. Cumulative records are consulted	( )	( )	( )	( )
15. Pupils help plan	( )	( )	( )	( )
16. Other teachers are consulted	( )	( )	( )	( )

SECTION II CLASSROOM ORGANIZATION

I. Assuming that you change the organization of your classroom to fit changing circumstances, check the frequency with which you use the following organizational structures:

	Always	Usually	Occasionally	Rarely or Never
17. Pupils are taught as a total group	( )	( )	( )	( )
18. Pupils are sub-grouped within the classroom	( )	( )	( )	( )
19. Pupils are grouped with pupils from other classrooms for common instruction	( )	( )	( )	( )

EXHIBIT 8--Continued

II. Assuming that pupils are sub-grouped within your classroom sometimes, what criteria are used for such grouping? Check the frequency with which you use the following:

	Always	Usually	Occasionally	Rarely or Never
20. Achievement levels as determined by standardized test	( )	( )	( )	( )
21. Achievement levels as determined by observation and diagnosis	( )	( )	( )	( )
22. A combination of standardized testing and teacher observation	( )	( )	( )	( )
23. Interests of pupils	( )	( )	( )	( )
24. Capability of pupils in working independently	( )	( )	( )	( )
25. Other: _____				
_____	( )	( )	( )	( )

SECTION III INSTRUCTION

I. The following describes some typical practices in instruction. Check the frequency with which these are used by you.

	Frequent Practice	Occasional Practice	Rarely Followed Practice
26. Pupils are given the daily assignments and on the following day there are class discussions of what they have studied.	( )	( )	( )
27. Pupils are given long-range assignments and daily discussions of learning and progress are carried on.	( )	( )	( )
28. Study and work assignments are identified by pupils in relation to a framework suggested by the teacher and the outcomes of these assignments are synthesized in classroom discussions.	( )	( )	( )

EXHIBIT 8-Continued

	Frequent Practice	Occasional Practice	Rarely Followed Practice
29. Pupils are pre-tested to determine individual needs in relation to a concept or skill area, individual study assignments are either pupil or teacher identified, and post-testing is used to assess the learning progress of pupils	( )	( )	( )
30. After a pupil has his learning assignment, he may be excused from the classroom to go elsewhere to study.	( )	( )	( )

II. Check the frequency with which you use the following media:

	Daily	Weekly	Occasionally	Rarely or Never
31. Textbooks	( )	( )	( )	( )
32. Films	( )	( )	( )	( )
33. Filmstrips	( )	( )	( )	( )
34. Audio tapes	( )	( )	( )	( )
35. Video tapes	( )	( )	( )	( )
36. Workbooks	( )	( )	( )	( )
37. ITV	( )	( )	( )	( )
38. Charts or graphics	( )	( )	( )	( )
39. Models or manipulative materials	( )	( )	( )	( )

EXHIBIT 8--Continued

III. Teachers are guided in their instructional efforts by the beliefs they hold about teaching, pupils, curricula, et cetera. Check the intensity of your beliefs concerning the following:

	Strongly Agree	Agree	Disagree	Strongly Disagree
40. There is a specified amount of learning material that should be taught at any given grade level or subject area.	( )	( )	( )	( )
41. At least ten percent of pupils can be expected to progress satisfactorily if they are permitted to study independently and not be forced to participate in all class activities.	( )	( )	( )	( )
42. All any teacher can do is identify the levels of pupils in any given subject or area and try to teach them from this base point.	( )	( )	( )	( )

Thank you for your cooperation. Please return this completed form to your principal.

Bureau of School Service
College of Education
University of Kentucky
Lexington, Kentucky 40506

EXHIBIT 9

PLANNING GUIDE

Type of Planning Guide Used	X School N = 19 Frequency of Practice								Y School N = 29 Frequency of Practice							
	Rarely/ Never		Occas-ionally		Usually		Always		Rarely/ Never		Occas-ionally		Usually		Always	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Adopted textbooks	0	0.0	0	0.0	10	52.6	8	42.1	0	0.0	1	3.4	12	41.4	15	51.7
Other textbooks	0	0.0	8	42.1	3	15.8	6	31.6	2	6.9	20	69.0	5	17.2	1	3.4
Guides developed by you	2	10.5	10	52.6	3	15.8	2	10.5	4	13.8	5	17.2	15	51.7	4	13.8
Guides developed by your school	8	42.1	3	15.8	4	21.1	2	10.5	8	27.6	10	34.5	6	20.7	3	10.3
Guides developed by your school district	6	31.6	6	31.6	5	26.3	0	0.0	3	10.3	5	17.2	10	34.5	10	34.5
Other	1	5.3	0	0.0	0	0.0	1	5.3	0	0.0	2	6.9	0	0.0	3	10.3

EXHIBIT 10

CENTRAL FOCUS OF INSTRUCTION
Elementary Teachers

Focus	X School N = 19 Frequency of Practice								Y School N = 12 Frequency of Practice							
	Rarely/ Never		Occas-ionally		Usually		Always		Rarely/ Never		Occas-ionally		Usually		Always	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Have all pupils attempt to learn the same information or skills	1	5.3	4	21.1	6	31.6	8	42.1	0	0.0	1	8.3	11	91.7	0	0.0
Have all pupils study the same information or skills, but learn these in varying degrees	1	5.3	2	10.5	8	42.1	8	42.1	0	0.0	0	0.0	9	75.0	3	25.0
Have all pupils try to learn the same information or skills, but use different materials to acquire these	1	5.3	3	15.8	10	52.6	5	26.3	1	8.3	2	16.7	3	25.0	6	50.0
Differentiate the concepts, information or skills to be learned in terms of the differences among pupils	0	0.0	1	5.3	10	52.6	8	42.1	0	0.0	2	16.7	2	16.7	8	66.7

EXHIBIT 11

DEVICES AND STRATEGIES USED TO PLAN INSTRUCTION
Elementary Teachers

Type of Strategy Used	X School N = 19								Y School N = 12							
	Frequency of Practice								Frequency of Practice							
	Rarely/ Never		Occas-ionally		Usually		Always		Rarely/ Never		Occas-ionally		Usually		Always	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Written lesson plans are devised	4	21.1	4	21.1	11	57.9	0	0.0	0	0.0	3	25.0	7	58.3	2	16.7
Behavioral objectives are written	4	21.4	8	42.1	7	36.8	0	0.0	1	8.3	5	41.7	5	41.7	1	8.3
Textbook manuals are followed	1	5.3	0	0.0	12	63.2	6	31.6	0	0.0	2	16.7	5	41.7	5	41.7
Cumulative records are consulted	0	0.0	3	15.8	5	26.3	11	57.9	0	0.0	1	8.3	3	25.0	8	66.7
Pupils help plan	1	5.3	12	63.2	5	26.3	1	5.3	1	8.3	4	33.3	6	50.0	1	8.3
Other teachers are consulted	1	5.3	9	47.4	8	42.1	1	5.3	1	8.3	8	66.7	1	8.3	2	16.7

EXHIBIT 12

GROUPING PRACTICES

Practice	X School N = 19 Frequency of Practice								Y School N = 29 Frequency of Practice							
	Rarely/ Never		Occas- ionally		Usually		Always		Rarely/ Never		Occas- ionally		Usually		Always	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Pupils are taught as a total group	4	21.1	8	42.1	7	36.8	0	0.0	5	17.2	17	58.6	7	24.1	0	0.0
Pupils are sub-grouped within the classroom	1	5.3	4	21.1	2	10.5	12	63.2	3	10.3	6	20.7	8	27.6	11	37.9
Pupils are grouped with pupils from other classrooms for common instruction	15	78.9	1	5.3	2	10.5	1	5.3	20	69.0	5	17.2	4	13.8	0	0.0

EXHIBIT 13

GROUPING CRITERIA

Elementary Teachers

Grouping Criteria	X School N = 19 Frequency of Practice								Y School N = 12 Frequency of Practice							
	Rarely/ Never		Occas-ionally		Usually		Always		Rarely/ Never		Occas-ionally		Usually		Always	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Achievement Levels as determined by standardized tests	1	5.3	8	42.1	8	42.1	1	5.3	0	0.0	5	41.7	7	58.3	0	0.0
Achievement levels as determined by observation and diagnosis	0	0.0	2	10.5	12	63.2	4	21.1	0	0.0	1	8.3	8	66.7	3	25.0
A combination of standardized testing and teacher observation	1	5.3	1	5.3	7	36.8	9	47.4	0	0.0	3	25.0	4	33.3	5	41.7
Interests of pupils	1	5.3	3	15.8	9	47.4	6	31.6	1	8.3	2	16.7	5	41.7	4	33.3
Capability of pupils in working independently	0	0.0	4	21.1	8	42.1	7	36.8	1	8.3	0	0.0	5	41.7	6	50.0
Other	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	8.3	0	0.0	0	0.0

EXHIBIT 14

INSTRUCTIONAL PRACTICES

Elementary Teachers

Practice	X School N = 19						Y School N = 12					
	Frequency of Practice						Frequency of Practice					
	Rarely		Occasionally		Frequently		Rarely		Occasionally		Frequently	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Pupils are given the daily assignments and on the following day there are class discussions of what they have studied	8	42.1	4	21.1	7	36.8	1	8.3	4	33.3	7	58.3
Pupils are given long-range assignments and daily discussions of learning and progress are carried on	4	21.1	10	52.6	4	21.1	3	25.0	6	50.0	3	25.0
Study and work assignments are identified by pupils in relation to a framework suggested by the teacher and the outcomes of these assignments are synthesized in classroom discussions	3	15.8	9	47.4	7	36.8	1	8.3	6	50.0	5	41.7
Pupils are pre-tested to determine individual needs in relation to a concept or skill area, individual study assignments are either pupil or teacher identified, and post-testing is used to assess the learning progress of pupils	3	15.8	5	26.3	11	57.9	1	8.3	6	50.0	5	41.7
After a pupil has his learning assignment, he may be excused from the classroom to go elsewhere to study	19	100.0	0	0.0	0	0.0	11	91.7	1	8.3	0	0.0

EXHIBIT 15

USE OF INSTRUCTIONAL MEDIA

Elementary Teachers

Instructional Media	X School N = 19								Y School N = 12							
	Daily		Weekly		Occas-ionally		Rarely/ Never		Daily		Weekly		Occas-ionally		Rarely/ Never	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Textbooks	17	89.5	1	5.3	1	5.3	0	0.0	11	91.7	1	8.3	0	0.0	0	0.0
Films	0	0.0	3	15.8	11	57.9	5	26.9	0	0.0	1	8.3	10	83.3	1	8.3
Filmstrips	0	0.0	11	57.9	8	42.1	0	0.0	0	0.0	1	8.3	11	91.7	0	0.0
Audio tapes	0	0.0	0	0.0	11	57.9	6	31.6	0	0.0	2	16.7	3	25.0	7	58.3
Video tapes	0	0.0	0	0.0	3	15.8	11	57.9	0	0.0	0	0.0	3	25.0	8	66.7
Workbooks	7	36.8	6	31.6	5	26.3	1	5.3	4	33.3	3	25.0	4	33.3	1	8.3
ITV	0	0.0	0	0.0	0	0.0	10	52.6	0	0.0	0	0.0	1	8.3	8	66.7
Charts or graphics	6	31.6	5	26.3	7	36.8	1	5.3	4	33.3	3	25.0	5	41.7	0	0.0
Models or manipulative materials	3	15.8	8	42.1	5	26.3	2	10.5	2	16.7	0	0.0	9	75.0	1	8.3

EXHIBIT 16

BELIEFS CONCERNING TEACHING, PUPILS, CURRICULA, ET CETERA

Elementary Teachers

Item	X School N = 19								Y School N = 12							
	Strongly Disagree		Dis-Agree		Agree		Strongly Agree		Strongly Disagree		Dis-Agree		Agree		Strongly Agree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
There is a specified amount of learning material that should be taught at any given grade level or subject area.	0	0.0	2	10.5	9	47.4	8	42.1	0	0.0	2	16.7	7	58.3	3	25.0
At least ten percent of pupils can be expected to progress satisfactorily if they are permitted to study independently and not be forced to participate in all class activities	0	0.0	2	10.5	13	68.4	4	21.1	0	0.0	3	25.0	9	75.0	0	0.0
All any teacher can do is identify the levels of pupils in any given subject or area and try to teach them from this base point.	0	0.0	3	15.8	7	36.8	9	47.4	0	0.0	2	16.7	8	66.7	2	16.7

INSTRUCTIONAL ORGANIZATION

Among several important factors, effective program planning and development requires: (1) knowledge regarding the primary types of organization and procedures currently in use and (2) knowledge regarding the professional staff's perceptions as to possible directions for program modification and change.

The Instructional Organization Questionnaire (Exhibit 17) may be used to obtain these kinds of information from the professional staff of any school system making preparations for program modification or change. Individuals respond to each of the items in the questionnaire as to: (1) the presence of the type of organization or procedure described in their school and (2) their own attitude toward the type of organization or procedure described.

Persons utilizing the Instructional Organization Questionnaire may desire to add or delete items to make the instrument more appropriate for the needs of their specific needs.

Data collected via the Instructional Organization Questionnaire may be easily hand-tabulated and arrayed in usable form. Exhibits 18 and 19 are illustrative of how such data might be presented for interpretation. The graphing technique shown in Exhibit 19 provides an excellent picture of a professional staff's perceptions of the desirability of the type of organization or procedure in question thereby suggesting the more feasible directions for change.

Summary

The instrument discussed in this section provides a relatively simple method for obtaining information on the perceptions of staff members regarding possible directions for program change. Such information should provide valuable assistance to those responsible for program development and improvement.

EXHIBIT 17

INSTRUCTIONAL ORGANIZATION QUESTIONNAIRE
Teacher's Copy

School _____ Teacher _____

You are requested to respond to each of the following items in two ways. First, are you presently involved in the use of this type of organization or procedure in your school? Secondly, what is your personal reaction concerning the use or potential use of this type of organization or procedure in your school?

Presence in School

Circle the appropriate numeral in the left margin

1--I typically make use of this type of organization or procedure.
2--I use this type of organization or procedure only with a few students or on an experimental basis. (Please indicate on the lines below each item the curriculum areas and approximate number of students involved).
3--I do not make use of this type of organization or procedure.

Personal Reaction Regarding Use

Circle the appropriate symbol in the right margin

FS--Favor strongly
F--Favor
U--Undecided
D--Dislike
DS--Dislike strongly

---

1 2 3 1. The usual grade level, self-contained classroom type of organization. _____ FS F U D DS

_____.

1 2 3 2. Homogeneous grouping of children within a given grade level on the basis of some established criteria, i.e., reading ability, I.Q., social maturity. A given teacher would then teach grade 1a, 1b, 1c; 2a, 2b, 2c, etc. _____ FS F U D DS

_____

_____.

1 2 3 3. A flexible grouping system where children within a given grade are grouped and regrouped frequently and variously for different subjects and instructional objectives. _____ FS F U D DS

_____.

1 2 3 4. A type of multi-grade grouping where children from two or more grade levels are grouped for the year in a self-contained classroom under one teacher. FS F U D DS

EXHIBIT 17--Continued

1 2 3 5. A type of multi-grade grouping where children from two or more grade levels are grouped and regrouped frequently and variously for different subjects and instructional objectives. Different teachers would be responsible for selected portions of a student's program. FS F U D DS

1 2 3 6. An ungraded plan where children are grouped for the year according to some established criteria such as ability, I.Q., or social maturity. Instruction takes place in a self-contained classroom setting. FS F U D DS

1 2 3 7. An ungraded plan where children are grouped and regrouped frequently and variously for different subjects and instructional objectives. Different teachers would be responsible for selected portions of a student's day-to-day program and the groups of which he is a member at a given time would be based on the student's needs, interests, and abilities and the competencies and personalities of the teachers involved. FS F U D DS

1 2 3 8. A semi-departmentalized plan where children receive most of their instruction from a homeroom teacher but certain specialized areas such as art, music or science are taught by a special teacher. FS F U D DS

EXHIBIT 17--Continued

1 2 3 9. A fully departmentalized plan designed to take maximum advantage of the subject matter specializations of teachers. FS F U D DS

1 2 3 10. A track system where certain relatively standardized patterns of subjects are established. One group of students takes a college prep pattern, another a vocational pattern, etc. FS F U D DS

1 2 3 11. A system of "contract learning" wherein students enter into a contract with the teacher to master a given amount of subject material. Usually the successful accomplishment of the contracted work is recognized by some form of extrinsic reward. FS F U D DS

1 2 3 12. A "team teaching" approach with two or more cooperating teachers working and planning together. FS F U D DS

1 2 3 13. A "team teaching" approach with a master teacher and one or more teachers working under her direction. FS F U D DS

EXHIBIT 17--Continued

1 2 3 14. A "team teaching" approach using both certified and non-certified personnel in the instructional program--a form of differentiated staffing. FS F U D DS

1 2 3 15. A "teacher-as-consultant" approach where teachers have a minimum of regular class sessions, spending most of their time in consultation with individuals and small groups. Such a program could begin in the first grade and continue on throughout the student's secondary education. Emphasis is on providing the student with increasing amounts of free time for self-directed learning. FS F U D DS

1 2 3 16. A type of classroom procedure wherein students are systematically and regularly utilized in the instruction of other students. FS F U D DS

1 2 3 17. A modular form of flexible scheduling with small time modules which may be put together for longer periods of instruction. (Many such programs use 20 minute modules. These modules may be combined to form 40, 60, or even 80 minute blocks of instructional time according to program demands.) FS F U D DS

EXHIBIT 18

INSTRUCTIONAL ORGANIZATION ELEMENTARY SCHOOLS

Response Items	Presence in School			Personal Reaction Regarding Use				
	Present	Experimental	Absent	Favor Strongly	Favor	Undecided	Dislike	Dislike Strongly
1. The usual grade level, self-contained classroom type of organization.	103 65.6%	4 2.5%	48 30.6%	40 25.5%	60 38.2%	17 10.8%	35 22.3%	5 3.2%
2. Homogenous grouping of children <u>within</u> a given grade level on the basis of some established criteria, i.e., reading ability, I.Q., social maturity. A given teacher would then teach grade 1a, 1b, 1c; 2a, 2b, 2c, etc.	55 35%	30 19.1%	69 43.9%	49 31.2%	56 35.7%	34 21.7%	13 8.3%	5 3.2%
3. A flexible grouping system where children <u>within</u> a given grade are grouped and regrouped frequently and variously for different subjects and instructional objectives.	84 53.5%	25 15.9%	43 27.4%	59 37.6%	74 47.1%	20 12.7%	3 1.9%	1 0.6%
4. A type of multi-grade grouping where children from two or more grade levels are grouped for the year in a self-contained classroom under one teacher.	21 13.4%	6 3.8%	128 81.5%	6 3.8%	30 19.1%	46 29.3%	59 37.6%	16 10.2%
5. A type of multi-grade grouping where children from two or more grade levels are grouped and regrouped frequently and variously for different subjects and instructional objectives. Different teachers would be responsible for selected portions of a student's program.	20 12.7%	6 3.8%	129 82.2%	31 19.7%	71 45.2%	41 26.1%	12 7.6%	2 1.3%
6. An ungraded plan where children are grouped for the year according to some established criteria such as ability, I.Q., or social maturity. Instruction takes place in a self-contained classroom setting.	8 5.1%	5 3.2%	142 90.4%	18 11.5%	61 38.9%	41 26.1%	33 21.0%	4 2.5%

EXHIBIT 18--Continued

Response Items	Presence in School			Personal Reaction Regarding Use				
	Present	Experimental	Absent	Favor Strongly	Favor	Undecided	Dislike	Dislike Strongly
7. An ungraded plan where children are grouped and regrouped frequently and variously for different subjects and instructional objectives. Different teachers would be responsible for selected portions of a student's day-to-day program and the groups of which he is a member at a given time would be based on the student's needs, interests, and abilities and the competencies and personalities of the teachers involved.	6 3.8%	9 5.7%	138 87.9%	40 25.5%	61 38.9%	42 26.8%	10 6.4%	4 2.5%
8. A semi-departmentalized plan where children receive most of their instruction from a homeroom teacher but certain specialized areas such as art, music or science are taught by a special teacher.	17 10.8%	10 6.4%	127 80.9%	53 33.8%	63 40.1%	24 15.3%	15 9.6%	2 1.3%
9. A fully departmentalized plan designed to take maximum advantage of the subject matter specializations of teachers.	25 15.9%	8 5.1%	121 77.1%	41 26.1%	74 47.1%	36 22.9%	5 3.2%	1 0.6%
10. A track system where certain relatively standardized patterns of subjects are established. One group of students takes a college prep pattern, another a vocational pattern, etc.	2 1.3%	3 1.9%	149 94.9%	25 15.9%	51 32.5%	56 35.7%	20 12.7%	5 3.2%
11. A system of "contract learning" wherein students enter into a contract with the teacher to master a given amount of subject material. Usually the sucessful accomplishment of the contracted work is recognized by some form of extrinsic reward.	1 0.6%	4 2.5%	149 94.9%	3 1.9%	21 13.4%	89 56.7%	32 20.4%	12 7.6%
12. A "team teaching" approach with two or more cooperating teachers working and planning together.	9 5.7%	8 5.1%	137 87.3%	17 10.8%	73 46.5%	41 26.1%	22 14.0%	4 2.5%

EXHIBIT 18--Continued

Response Items	Presence in School			Personal Reaction Regarding Use				
	Present	Experimental	Absent	Favor Strongly	Favor	Undecided	Dislike	Dislike Strongly
13. A "team teaching" approach with a master teacher and one or more teachers working under her direction.	6 3.8%	4 2.5%	143 91.1%	12 7.6%	38 24.2%	49 31.2%	40 25.5%	18 11.5%
14. A "team teaching" approach using both certified and non-certified personnel in the instructional program--a form of differentiated staffing.	4 2.5%	2 1.3%	146 93.0%	8 5.1%	37 23.6%	55 35.0%	43 27.4%	14 8.9%
15. A "teacher-as-consultant" approach where teachers have a minimum of regular class sessions, spending most of their time in consultation with individuals and small groups. Such a program could begin in the first grade and continue on throughout the student's secondary education. Emphasis is on providing the student with increasing amounts of free time for self-directed learning.	4 2.5%	3 1.9%	144 91.7%	19 12.1%	41 26.1%	70 44.6%	18 11.5%	9 5.7%
16. A type of classroom procedure wherin students are systematically and regularly utilized in the instruction of other students.	11 7.0%	22 14.0%	116 73.9%	8 5.1%	75 47.8%	41 26.1%	25 15.9%	8 5.1%
17. A modular form of flexible scheduling with small time modules which may be put together for longer periods of instruction. (Many such programs use 20 minute modules. These modules may be combined to form 40, 60, or even 80 minute blocks of instructional time according to program demands.)	16 10.2%	13 8.3%	123 78.3%	14 8.9%	49 31.2%	79 50.3%	11 7.0%	4 2.5%

E X H I B I T--19

INSTRUCTIONAL ORGANIZATION ELEMENTARY SCHOOLS

Item	Percentage

1. The usual grade level, self-contained classroom type of organization.

2. Homogenous grouping of children within a given grade level on the basis of some established criteria, i.e., reading ability, I.Q., social maturity. A given teacher would then teach grade 1a, 1b, 1c; 2a, 2b, 2c, etc.

3. A flexible grouping system where children within a given grade are grouped and regrouped frequently and variously for different subjects and instructional objectives.

4. A type of multi-grade grouping where children from two or more grade levels are grouped for the year in a self-contained classroom under one teacher.

5. A type of multi-grade grouping where children from two or more grade levels are grouped and regrouped frequently and variously for different subjects and instructional objectives. Different teachers would be responsible for selected portions of a student's program.

6. An ungraded plan where children are grouped for the year according to some established criteria such as ability, I.Q., or social maturity. Instruction takes place in a self-contained classroom setting.

7. An ungraded plan where children are grouped and regrouped frequently and variously for different subjects and instructional objectives. Different teachers would be responsible for selected portions of a student's day-to-day program and the groups of which he is a member at a given time would be based on the student's needs, interests, and abilities and the competencies and personalities of the teachers involved.

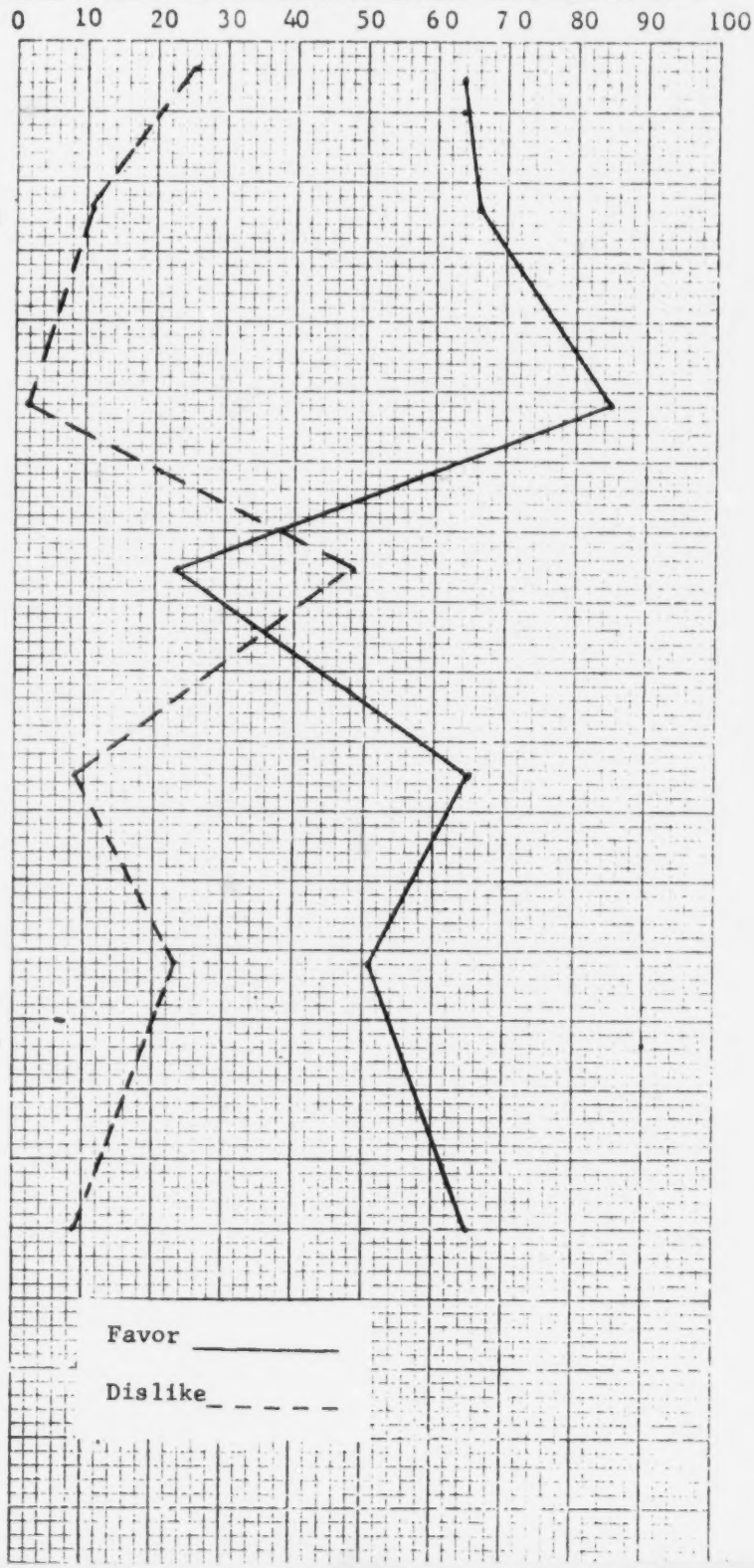


EXHIBIT 19--Continued

Item	0 10 20 30 40 50 60 70 80 90 100
8. A semi-departmentalized plan where children receive most of their instruction from a homeroom teacher but certain specialized areas such as art, music or science are taught by a special teacher.	
9. A fully departmentalized plan designed to take maximum advantage of the subject matter specializations of teachers.	
10. A track system where certain relatively standardized patterns of subjects are established. One group of students takes a college prep pattern, another a vocational pattern, etc.	
11. A system of "contract learning" wherein students enter into a contract with the teacher to master a given amount of subject material. Usually the successful accomplishment of the contracted work is recognized by some form of extrinsic reward.	
12. A "team teaching" approach with two or more cooperating teachers working and planning together.	
13. A "team teaching" approach with a master teacher and one or more teachers working under her direction.	
14. A "team teaching" approach using both certified and non-certified personnel in the instructional program--a form of differentiated staffing.	
15. A "teacher-as-consultant" approach where teachers have a minimum of regular class sessions, spending most of their time in consultation with individuals and small groups. Such a program could begin in the first grade and continue on throughout the student's secondary education. Emphasis is on providing the student with increasing amounts of free time for self-directed learning.	

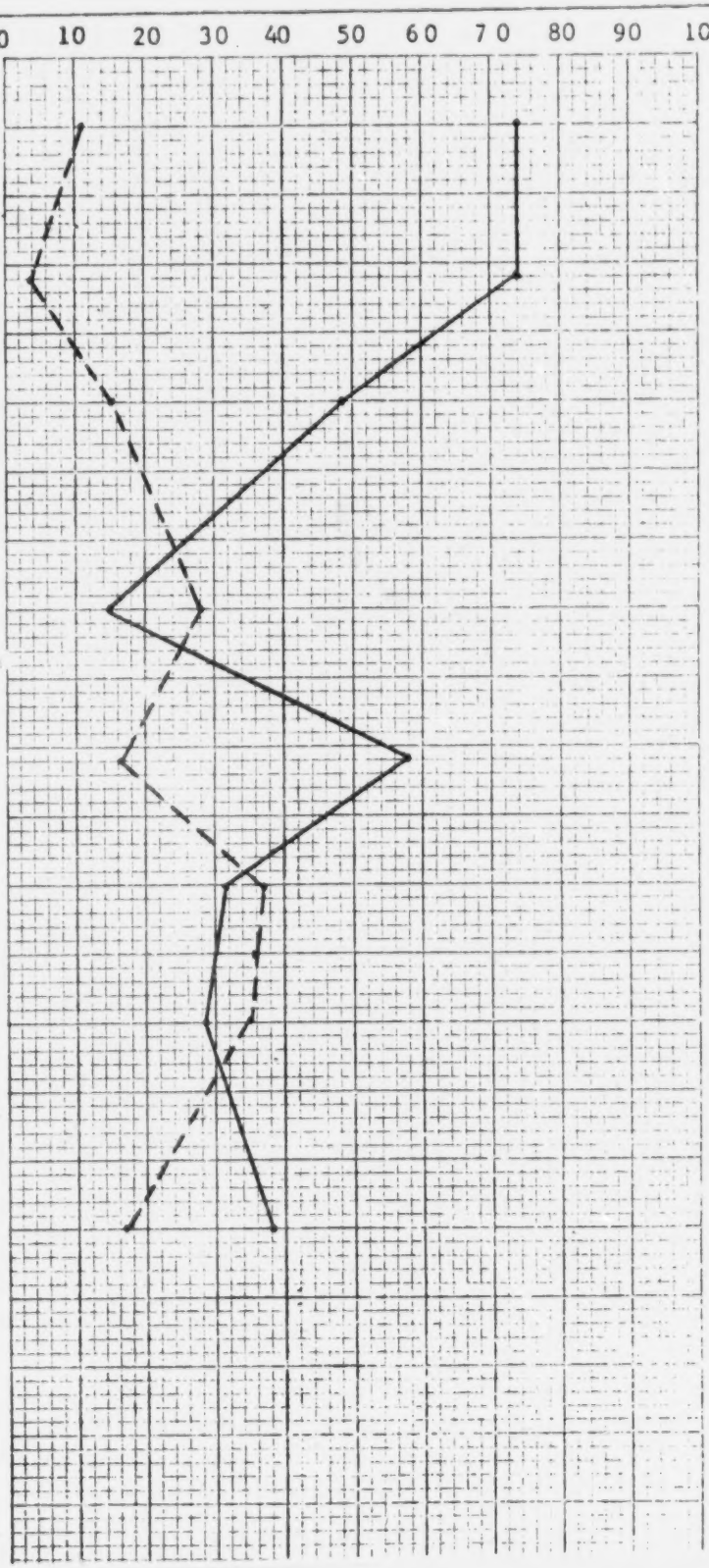
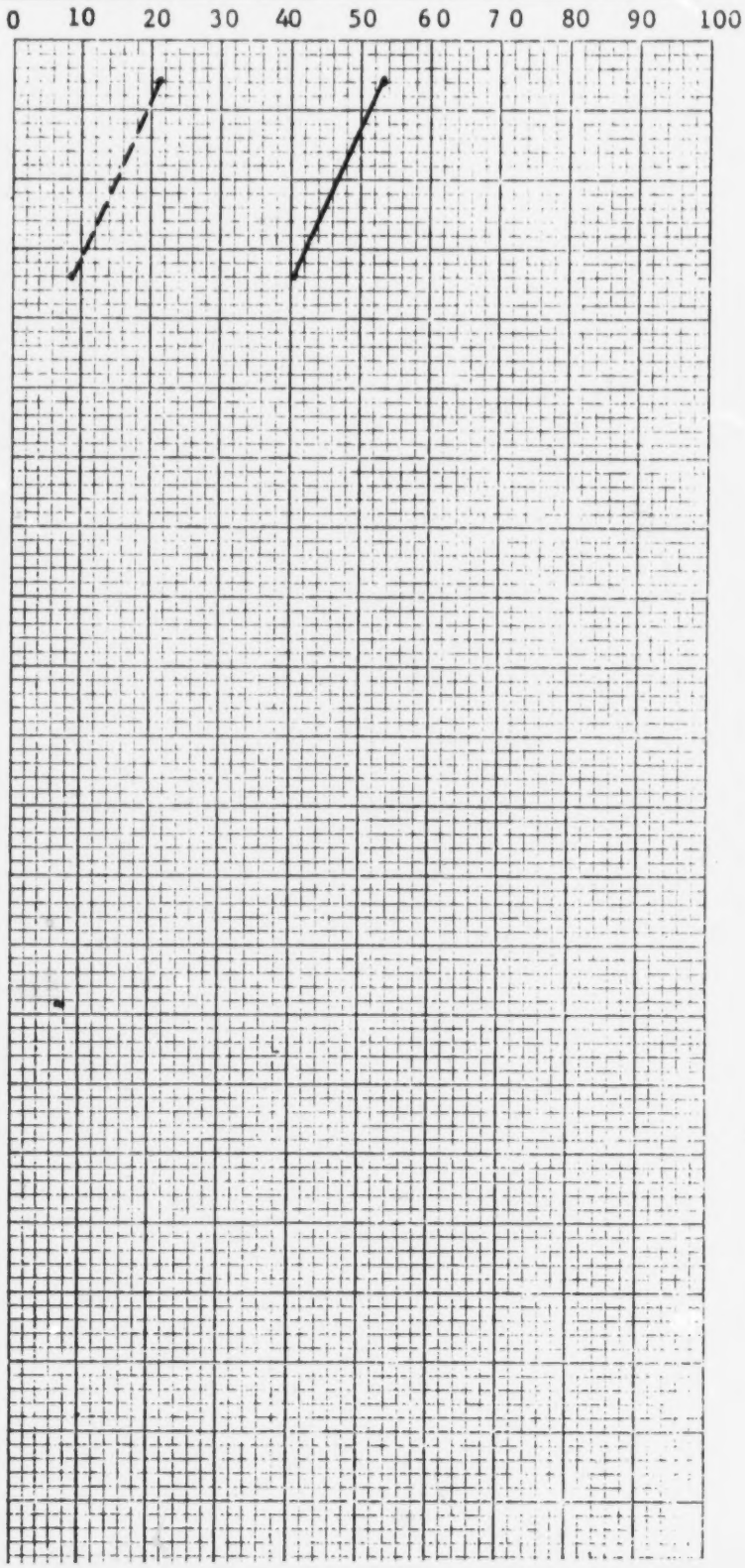


EXHIBIT 19--Continued

Item	0 10 20 30 40 50 60 70 80 90 100
16. A type of classroom procedure wherein students are systematically and regularly utilized in the instruction of other students.	
17. A modular form of flexible scheduling with small time modules which may be put together for longer periods of instruction. (Many such programs use 20 minute modules. These modules may be combined to form 40, 60, or even 80 minute blocks of instructional time according to program demands.)	



STUDENT PERCEPTIONS OF THE SCHOOL

Following are three instruments used in the study. Two of these are captioned: YOUR SCHOOL DAY.

The first, of only one page, is for grades 5-8. It provides for an eight-period day. If the school day has fewer or more periods it should be modified accordingly before being reproduced, or special instructions given to students as it is administered. (Also, the lunch or homeroom period may be out of place.) It is meant to evoke the student's verbalized perceition of what his school day is like. Since it asks him to report on events of the immediately previous day, it should not be administered on Monday, or any day following one when there was no school.

The second YOUR SCHOOL DAY form (6 pages), for high school freshmen, sophomores, and juniors, provides for a six-period day, and likewise should be modified if the schedule is less or more periods, or lunch or homeroom periods out of place. In addition to obtaining the information sought in the elementary form, this one is meant to identify role experiences the school provides students and the classes or activities which supply those experiences.

The form, WHAT ASSIGNMENTS ARE MOST EFFECTIVE? (18 pages) is for seniors. It attempts to get students' perceptions of:

1) What the assignments were like which have challenged them most, as well as which seemed to them the greatest waste of time, during their high school careers.
2) What are the "high points" and the "low points" of their high school careers.

3) What activities they have been in during the past and current year, and the degree of their involvement--whether as observers, active participants, or leaders.

4) What role experiences they have had in school (as for the form used for freshmen, sophomores, and juniors.

These forms should be administered to students under supervision, with the monitor, ordinarily or teacher or guidance counselor, to answer questions, or in the case of extremely poor readers, to help them interpret questions. Particularly in sections of the form for seniors it is important to have them note instructions against checking more than one answer to a question.

One page - for grades 5-8.

EXHIBIT 20

YOUR SCHOOL DAY--For Bureau of School Service, University of Kentucky

What grade are you in? _____. Date today _____. Sex? ☐ Boy, ☐ Girl.

Name of your school: _____

How good is your memory? Can you remember what you did from when you left home for school yesterday to when you got back? We are trying to get a picture of what your school day is like. We want you to tell us briefly what activities you are in for a sample day, which in this case should be yesterday.

Approximate time you left home: _____. How did you get to school (walk, bus, ride with friend, etc.)? _____

What did you do in school each period? What subject did you have? Did you recite, or study? Did you write, or discuss, do problems, experiments, etc.?

	Subject	What you did
Opening or "Homeroom" Period	_____	_____
First Period	_____	_____
Second Period	_____	_____
Third Period	_____	_____
Fourth Period	_____	
Lunch Period	_____	_____
Fifth Period	_____	
Sixth Period	_____	_____
Seventh Period	_____	_____
Eighth Period	_____	_____

After school (Play? Work? Study? etc.?) _____

_____

Approximate time you got home: _____ How did you get home (walk, bus, ride with friend, etc.)? _____

Do you have any part-time work, at school, at home, elsewhere? When, how much, and where? _____

How about lessons to do at home? Did you do homework? On What? How Long?

_____

Six pages -- for freshmen, sophomores, and juniors

EXHIBIT 21

YOUR SCHOOL DAY--For Bureau of School Service, University of Kentucky

What grade are you in? _____. Date today _____. Sex? ☐ Boy, ☐ Girl.

Name of your school: _____

How good is your memory? Can you remember what you did from when you left home for school yesterday to when you got back? We are trying to get a picture of what your school day is like. We want you to tell us briefly what activities you are in for a sample day, which in this case should be yesterday.

Approximate time you left home: _____. How did you get to school (walk, bus, ride with friend, etc.)? _____

What did you do in school each period? What subject did you have? Did you recite, or study? Did you write, or discuss, do problems, experiments, etc.? If the period was an activity period that day, indicate what activity you were in.

	Subject	What you did
Homeroom and/or activity period	_____	_____
First period	_____	_____
Second period	_____	_____
Third period	_____	_____
Fourth period	_____	_____
Homeroom and/or lunch period (may be before or after fourth period)	_____	_____
Fifth period	_____	_____
Sixth period	_____	_____

After school (Play? Work? Study? Sports? Etc.?) _____

_____

Approximate time you got home: _____ How did you get home (walk, bus, ride with friend, etc.)? _____

Do you have any part-time work, at school, at home, elsewhere? When, how much, and where? _____

How about lessons to do at home? Did you do homework? On what? How long?

_____

EXHIBIT 21--Continued

TYPES OF ASSIGNMENTS YOU HAVE HAD

If we analyze the assignments teachers give their students, we find them falling somewhat into types--though many fall between types too.

Below are some types of assignments teachers give, with made-up labels for each type. Notice that these types are not pure, that teachers will blend types in an assignment. Please try, however, to think of those you have had which are closest to each type. Notice that they are arranged as a "scale" between two extremes, the first being one end of the scale, the last the other end.

The Do-this-now type. For example: "Do problems (or exercises) 3 and 4 on page 65 and turn them in at the end of the period."

The Do-something-if-and-how-you-wish type. For example: "Choose your own subject and write (or prepare an oral report) to be completed before the term is out, if you would like, for extra credit."

Notice that the first tells you exactly what to do and when to do it. The last leaves a great deal up to you--letting you decide what, how, and in great part when to do it.

Please look over this list and try to remember what assignments you have had since school began this fall which might be classified by these types and estimate how often you have had each type and in what subjects, as called for in the table.

EXHIBIT 21--Continued

TYPES OF ASSIGNMENTS YOU HAVE HAD THIS FALL

Types of Assignments	In What Subjects	Roughly How Often			
		Daily	Weekly	Seldom	None
a) Do-this-now type: You were told exactly what to do and how and when to do it, and instructed to start immediately.					
b) Do-this-by-a-given-time type: You were given a deadline, with time to do a good job, and told exactly what to do and how to do it.					
c) Choose-what-to-do-within-limits type: You were to do a project of your own choosing, with reasonable deadline for deciding what your project would be and how you would do it under rather strict guidelines, then given enough time to do it.					
d) Choose-it-yourself-and-get-help-if-you-need-it type: You were to do a project of your own choo ing, with a reasonable deadline, and expected to call upon the teacher only if you felt the need for help.					
e) Do-it-all-yourself-but! type: You were to do a project of your own choosing, in your own way without help--with a strict requirement that it be done by a set time, usually well ahead.					
f) Do-something-if-and-how-you-wish type: You were to do a project in your own way and only if you wished--and get help from anyone, including the teacher--and turn it in sometime before the end of the term (if you wished extra credit).					

EXHIBIT 21--Continued

ROLES YOU HAVE HAD IN SCHOOL

All of us find ourselves in various roles or assignments. We must wear various "hats," depending upon what is required of us in life. Sometimes we are leaders, sometimes followers; sometimes we are getting others to work with us--organizers or coordinators. School is a place to learn how to fulfill various roles, to develop our resourcefulness in doing various kinds of jobs, both for satisfactions now and in the future. Some of these roles come because of class assignments, or in outside-class activities when we are selected or elected, or when we just happen to be there when needed.

Below are some roles in which you may or may not have found yourself in connection with school, either in class or in out-of-class activities sponsored by the school. (Remember, we are thinking of both.) Please check those you have found yourself in--regardless of how well you may feel you performed in those roles--since school began this fall. Then write in the name of the course or activity in which you were placed in that role.

Since school began this fall, which of the following have you been? Please check:

Role	Check Here	In what activity or course were you given this role?
Executive, manager, or director		
Chairman, or one who presides over group which decides matters		
Salesman, promoter, campaigner		
Assistant to someone, with little or no authority yourself		
Work with others under direction of someone		
Onlooker, spectator, listener		
Organizer, coordinator, liaison person, arranger		

(Continued)

EXHIBIT 21--Continued

	Check Here	In what activity or course were you given this role?
Judge, referee, or umpire		
Reporter or commentator		
Inspector, reviewer who "passes on" or approves or rejects		
Secretary, recorder, accountant		
Editor of paper, magazine, or book		
Host at affair		
Master of ceremonies, announcer, or introducer		
Artist (picture or sculpture, or poster work)		
Team member		
Teacher, or coach		
Guard or policeman		
Parent (or substitute for parent)		
Expert, consultant, adviser		
Musician performing alone or in small group		
Musician in band, orchestra or chorus		
Actor (in play or reading)		

(Continued)

EXHIBIT 21--Continued

	Check Here	In what activity or course were you given this role?
Designer, planner, architect (of a piece of furniture, a float, a display, a building, a playground, etc.)		
Builder, maker, design executor, creator (of a piece of furniture, a float, a stage set, a new tool, etc.)		
Mediator, arbitrator, peace-maker, negotiator, (a "go-between" who helps others agree to something)		
Researcher, sleuth, explorer, detective--who "tracks down" solutions to problems (of any kind)		
Critic, advisor, counselor--who evaluates what others do, presumably to help them do better		
Other roles you can think of not clearly indicated here (list below)		

--Bureau of School Service
College of Education
University of Kentucky
Lexington, Kentucky 40506

Eighteen pages -- for Seniors (Revised)

EXHIBIT 22

WHAT ASSIGNMENTS ARE MOST EFFECTIVE?

Dear High School Senior:

Now that you are in your senior year in high school, you should be able to reflect a bit regarding the value of your study experiences. We should like to have your help in a small study aimed at improving the school program. We hope you will look back over the class assignments you have had as a high school student and give us the benefit of your judgment. Here is the idea:

We want to know what kinds of assignments generate the most learning, since getting the student to learn something is the real purpose of every assignment a teacher makes. You have, no doubt, had many little and short-term assignments--like:

"Do problems 3 and 4 on page 65 and turn them in at the end of the period."

And you've had some of the opposite type too:

"Do a term paper on a subject of your choice, and turn it in before the last week of the course."

(Probably, also, you've had assignments in between, which made you plan ahead more or less and which gave you more or less details about what to do. There seem to be advantages favoring all kinds of assignments, but your report may suggest what kinds need more, and what kinds less, emphasis.)

Here are some questions we hope you will answer for us:

1) What assignment in a course which you had since you became a high school student challenged you, taught you the most and gave you the greatest feeling of pride in what you had done when you completed it? Please describe here briefly this assignment and what you did to fulfill it:

_____

_____

_____

_____

2) How did you feel about this assignment when you first got it:

[ ] Enthusiastic. [ ] "Just another assignment." [ ] Uneasy at the prospect. [ ] Disliked the whole idea. (12)

3) All of us as students get some assignments which turn out to be a waste of time. Can you think of such an assignment you have had? If so, please describe it briefly and explain what you did that was a waste of time?

_____

_____

_____

EXHIBIT 22--Continued

4) What was your attitude toward this assignment when you first got it:

☐ Enthusiastic. ☐ "just another assignment."

☐ Uneasy at the prospect. ☐ Disliked the whole idea. (13)

What are the characteristics of the two assignments you have just described--the one which challenged you the most, and the one which was a waste of time?

Please indicate which types they most nearly fit (realizing they may not fit exactly) as viewed in the three questions which follow.

5) Type according to task requirement?	(Check only one) Most like the assignment which challenged you most	(Check only one) Most like the assignment which was a waste of time
A) Do-this-this-way type: You were told exactly what to do and how and when to do it.	☐	☐
B) Problem type: You were given a problem to solve or a question or questions you were to answer, with rather clear guidelines but responsibility for the job left to you	☐	☐
C) Exploration type: You were given or chose a subject to explore, with loose guidelines if any, and considerable freedom to follow your own interests and do the job as you wished.	☐	☐ (14, 15)

EXHIBIT 22-- Continued

6) Type according to time allowed?	(Check only one) Most like the assignment which challenged you most	(Check only one) Most like the assignment which was a waste of time
A) Short-range (at end of period or up to ten days)	☐	☐
B) Medium-range (more than two weeks but less than term)	☐	☐
C) Long-range (any time before end of term)	☐	☐

(16, 17)

7) Type according to teacher's role?	(Check only one) Most like the assignment which challenged you most	(Check only one) Most like the assignment which was a waste of time
A) Teacher-directed type: Teacher was explicit and exact in specifying each step you took.	☐	☐
B) Teacher-a-close-prompter type: Teacher urged you to get on with the job and checked to make sure you moved it along and got any help you needed.	☐	☐
C) Teacher-available-if-needed type: Teacher left you alone for the most part, but was available when you wished help and willing to give you advice when you asked.	☐	☐
D) Left-on-your-own type: Teacher offered little help, made you feel you should "carry the ball" yourself, and left you (or forced you) to make most of your own decisions about how to do the job.	☐	☐

(18, 19)

EXHIBIT 27--Continued

After you finished the assignments--that is, the most challenging one, and the one which was a waste of time--what happened? That is, what "feed-back" did the teacher give you regarding what you had done for each of them?

8) How teacher followed up on what you had done:	(You may check more than one here--check means yes.) Most like the assignment which challenged you most	Most like the assignment which was a waste of time
A) You never got a grade for the job and you never found out what the teacher thought of it.	☐	☐
B) Teacher returned your work with a grade on it or told you the grade, but nothing more.	☐	☐
C) Teacher displayed or reported your work so others would know of it.	☐	☐
D) Teacher referred to good (or bad) elements of your work as an example before the class.	☐	☐
E) Teacher conferred with you personally about strengths (or weaknesses) in the job you had done and showed conscientious interest in the outcomes of your study.	☐	☐

(20, 21)

9. Assignments vary in another way. Some are to be done entirely alone--as an individual. Some allow work with others, or require work with others--are team projects, or assignments which cannot be done without the help of others. Some leave a person in a lonely position--as the judge who must decide the fate of a man who has confessed to a capital crime; others provide the "security" of numbers--as members of the jury who can share responsibility. Even in team activities, there are points of being alone--i.e., when you get a solo part in the orchestra, or a high fly comes to you in the outfield, or when you are made chairman of the committee and must report to the class. Generally, however, team members share, rather than take responsibility separately.

Still reflecting upon what kinds of assignments have taught you the most, how would you describe the assignments you mentioned in questions 1 and 3, the one which challenged you the most, and the one which was a waste of time?

EXHIBIT 22--Continued

9) Continued	(Check only one) Most like the assignment which challenged you most	(Check only one) Most like the assignment which was a waste of time
A) You worked alone, seeking out sources (books, museums, libraries, businesses, people to interview, etc.) on your own as necessary to carry out your assignment.	☐	☐
B) You got help from your teacher--or others such as parents or older brothers or sisters who could advise you--but only for suggestions, not directions.	☐	☐
C) You were part of a committee or group and you all worked together, with each getting credit separately for his part in the project or effort.	☐	☐
D) You were part of a group (or "team") and all shared in the credit or blame for the performance of the group, with no one singled out for credit or blame.	☐	☐ (22, 23)

Looking back to the types of assignments listed and described briefly in the preceding questions, please try to remember what assignments you have had since school began last fall. What types were given most emphasis in your classes? Most teachers use all types, but pay more attention to some than to others. A term paper or notebook, or major report, for instance, is important in one course, while handing in daily assignments is important in another. Please check the type of assignment (in each of the three categories) which was given most emphasis--in the grade you got, for instance--in each of the courses you have been taking since school began last fall. Types do not fit <u>perfectly</u>, of course--so check the type which is the "closest fit."

WHAT TYPE OF ASSIGNMENT WAS EMPHASIZED <u>MOST</u> IN THE COURSE?

10) List courses you are taking or have had since last fall	(Check only one) Type according to task requirements			(Check only one) Type according to time allowed			(Check only one) Type according to Teacher's role			
	Do-this-this-way type	Problem-type	Exploration type	Short-range type	Medium-range type	Long-range type	Teacher-directed type	Teacher-close-prompter	Teacher avail.-if needed	Left-on-your-own type
1.										
2.										
3.										
4.										
5.										
6.										

(24 . . . 65)

EXHIBIT 22--Continued

11) Now, again reflecting upon your total time in high school, what experience (in class or out) do you regard as the high point of your high school career so far? What happened? What did you do? What was the situation? Why did it really mean so much to you? Please describe in a few words:

12) Again reflecting--what has been the "low point" in your high school experience: when you were most frustrated, or disappointed, or embarrassed, or just bored? What happened? What did you do? What was the situation? In class or out? Please describe briefly:

EXHIBIT 22--Continued

13) What do you think of yourself?

Each of us has certain feelings, ideas, opinions about himself. There are seven points in the scale below. If you put an "X" mark in the number 1 column of any set of words, it means you are placing high importance to the word on the left and that you tend to feel "good" about yourself. If you put an "X" in the last column, it means you see yourself as being more like the work to the right. If you put an "X" in a column near the center of the scale, it means you see yourself as being either like the word to the left or like the word to the right.

For example, let us take the pair "useful--useless." An "X" in the first column means you see yourself as being highly useful; second column, quite useful; third means useful; fourth--neither useful nor useless; fifth--partly useless; sixth--quite useless; and the seventh--completely useless.

Please place an "X" in one column for each set of words, using your own honest judgment of yourself and not considering what other people may think of you one way or the other:

	1	2	3	4	5	6	7	
Useful	___	___	___	___	___	___	___	Useless
Pleasant	___	___	___	___	___	___	___	Unpleasant
Beneficial	___	___	___	___	___	___	___	Harmful
Good	___	___	___	___	___	___	___	Bad
Interesting	___	___	___	___	___	___	___	Boring
Fair	___	___	___	___	___	___	___	Unfair
Easy	___	___	___	___	___	___	___	Difficult
Rewarding	___	___	___	___	___	___	___	Unrewarding
Satisfactory	___	___	___	___	___	___	___	Unsatisfactory

(66-67)

EXHIBIT 22--Continued

14) What do you think of your school?

Each of us has certain feelings, ideas, opinions about his school. There are seven points in the scale below. If you put an "X" mark in the number 1 column of any set of words, it means you are placing high importance to the word on the left and that you tend to feel "good" about your school. If you put an "X" in the last column, it means you see your school as being more like the word to the right. If you put an "X" in a column near the center of the scale, it means you see your school as being either like the word to the left or like the word to the right.

For example, let us take the pair "useful--useless." An "X" in the first column means you see your school as being highly useful; second column, quite useful; third means useful; fourth--neither useful nor useless; fifth--partly useless; sixth--quite useless; and seventh--completely useless.

Please place an "X" in one column for each set of words, using your own honest judgment of your school and not considering what other people may think of it one way or the other:

	1	2	3	4	5	6	7	
Useful	___	___	___	___	___	___	___	Useless
Pleasant	___	___	___	___	___	___	___	Unpleasant
Beneficial	___	___	___	___	___	___	___	Harmful
Good	___	___	___	___	___	___	___	Bad
Interesting	___	___	___	___	___	___	___	Boring
Fair	___	___	___	___	___	___	___	Unfair
Easy	___	___	___	___	___	___	___	Difficult
Rewarding	___	___	___	___	___	___	___	Unrewarding
Satisfactory	___	___	___	___	___	___	___	Unsatisfactory (68-69)

EXHIBIT 22--Continued

15) What do you expect to do next year?

/__/ Go to college, probably at _____

/__/ Go to a vocational school, probably at _____

/__/ Go into a job-training program, probably preparing for:

_____

/__/ Go to work, probably doing: _____

/__/ Look for some kind of job: _____

/__/ Other: _____ (70)

16) Your name: _____. You are a: /__/ Boy, /__/ Girl. (5)

17) Name of your school: _____

EXHIBIT 22--Continued

STUDENT EXPERIENCES

A Survey of the Activities of High School Students in Letcher County and Harlan Independent School Districts by Bureau of School Service

Your Name: _____

Sex: Boy /__/, Girl /__/. Class: Fresh. /__/ Soph. /__/ Junior /__/ Senior /__/

Your major subject: _____

Name of school: _____ Date today: _____

Listed in the table which follows are a number of school activities. We would like you to indicate (by drawing a circle around the answer) whether or not you have had any part in them during this year and last. For instance, if you have taken part in a school band performance or rehearsal since school began in fall of 1969, you might answer thus:

School band (Yes) No played clarinet

If you had only attended a school band activity, but not been a band member, you might answer thus:

School band (Yes) No attended spring concert

If you had neither been a band member nor attended one of their performances you would respond thus:

School band Yes (No) _____

It is just this simple. Please remember, we are interested in activities sponsored by the school, not those which have no school connection. Also, we want you to include all such activities since September a year ago--that is, September 1969. Furthermore, we want you to report both those you have attended and those you have actually participated in. Include, also, those which are class-connected, such as band or science or art club, which may take both in-class and out-of-class time, or "activity" periods. Also, we want you to add other activities our list here does not include. We have left space for you to write them in. You may have participated in some of the activities we list here, but under slightly different titles--so include them if the titles seem at all close.

EXHIBIT 22--Continued

18) Special Interests, Hobbies:

	Activity		What you did	
1.	Art Club	Yes No		(71)
2.	Band (or Pep Band)	Yes No		(72)
3.	Baton Twirling	Yes No		(73)
4.	Bible Club	Yes No		(74)
5.	Choir or Chorus (or Mussetts)	Yes No		(75)
6.	Craft Club	Yes No		(76)
7.	D. E. Club	Yes No		(77)
8.	Drama or Dramatics Club	Yes No		(78)
9.	FBLA Club	Yes No		(79)
10.	FHA	Yes No		(8)
11.	French Club	Yes No		(9)
12.	Future Teachers (FTA)	Yes No		(10)
13.	Gun Club	Yes No		(11)
14.	4-H Club	Yes No		(12)
15.	Health Career Club	Yes No		(13)
16.	Home Ec Club	Yes No		(14)
17.	Horticulture Club	Yes No		(15)
18.	Junior Achievement Project	Yes No		(16)
19.	Latin Club	Yes No		(17)
20.	Literary Club	Yes No		(18)
21.	Majorettes	Yes No		(19)
22.	Math Club	Yes No		(20)
23.	Nurse's Club	Yes No		(21)
24.	Pep Club	Yes No		(22)

(Continued)

EXHIBIT 22--Continued

Special Interests, Hobbies (cont'd.)

Activity		What you did	
25. Photography Club	Yes No		(23)
26. School Paper	Yes No		(24)
27. Science Club (or Junior Science)	Yes No		(25)
28. Speech Club (or Speech & Dramatics Club)	Yes No		(26)
29. Travel Club	Yes No		(27)
30. Upward Bound Club	Yes No		(28)
31. World Affairs Club	Yes No		(29)
32. Year Book	Yes No		(30)
33. Other:	Yes No		

Service, Class Organization, and Honor Groups:

Activity		How you participated	
1. Athletic Booster Club (or Concession)	Yes No		(31)
2. Band Booster Club (or Concession)	Yes No		(32)
3. Beta Club	Yes No		(33)
4. Freshman Class Organization (or Committee)	Yes No		(34)
5. Hi-Y	Yes No		(35)
6. Junior Class Organization (or Committee)	Yes No		(36)
7. Key Club	Yes No		(37)
8. Letterman's Club	Yes No		(38)

(Continued)

EXHIBIT 22--Continued

Service, Class Organization, and Honor Groups (cont'd.)

Activity	What you did	
9. School Letter Club	Yes No	(39)
10. Senior Class Organization (or Committee)	Yes No	(40)
11. Sophomore Class Organization (or Committee)	Yes No	(41)
12. Student Council (or Student Government)	Yes No	(42)
13. Tri-Hi-Y Club	Yes No	(43)
14. W Club	Yes No	(44)
15. Youth Council	Yes No	(45)
16. Other:	Yes No	

Sports:

Activity	What you did	
1. Baseball	Yes No	(46)
2. Basketball	Yes No	(47)
3. Football	Yes No	(48)
4. Golf (as school activity)	Yes No	(49)
5. Softball	Yes No	(50)
6. Table Tennis (ping pong)	Yes No	(51)
7. Track	Yes No	(52)
8. Volley Ball	Yes No	(53)
9. Wrestling	Yes No	(54)
10. Other:	Yes No	

EXHIBIT 22--Continued

18) Now here are some of the activities sponsored by the clubs, organizations, or classes in your school--and if you participated in some not listed, please add them at the end of this section. Although you may not have belonged to the organization which sponsored the activity, you may have participated, as a guest for instance, or as a special helper or leader, or as part of the audience. Please indicate which ones you took part in and how you participated. Also, please add any events not mentioned in the list.

Special Events and Activities:

	Activity		How you participated and your role	
1.	Athletic Banquet	Yes No		(55)
2.	Basketball Queen Contest	Yes No		(56)
3.	Sophomore-Junior or Freshman-Senior Charity program	Yes No		(57)
4.	D. E. Banquet	Yes No		(58)
5.	Fall Carnival	Yes No		(59)
6.	FBLA Club Visit to Business Schools	Yes No		(60)
7.	Football Queen Contest	Yes No		(61)
8.	Hi-Y to State Convention	Yes No		(62)
9.	Homecoming Queen Contest	Yes No		(63)
10.	Junior Class Concession	Yes No		(64)
11.	Junior-Senior Prom	Yes No		(65)
12.	Junior Spring Festival	Yes No		(66)
13.	Literary Publication (poetry, stories, etc.)	Yes No		(67)
14.	Senior Fall Festival	Yes No		(68)
15.	Senior Magazine Drive	Yes No		(69)
16.	Senior Play	Yes No		(70)
17.	Senior Ring Dance	Yes No		(71)
18.	Senior Trip (to Washington, N. Y., etc.)	Yes No		(72)
19.	Sock Hop	Yes No		(73)
20.	Tri-Hi-Y Mother-Daughter Banquet	Yes No		(74)

EXHIBIT 22--Continued

Special Events and Activities: (continued)

Activity	How you participated and your role
21. Turkey Bowl (alumni-student football game at holiday)	Yes No (75)
22. Other: _____	Yes No ( )

ROLES YOU HAVE HAD IN SCHOOL

All of us find ourselves in various roles or assignments. We must wear various "hats," depending upon what is required of us in life. Sometimes we are leaders, sometimes followers; sometimes we are getting others to work with us--organizers or coordinators. School is a place to learn how to fulfill various roles, to develop our resourcefulness in doing various kinds of jobs, both for satisfactions now and in the future. Some of these roles come because of class assignments, or in outside-class activities when we are selected or elected, or when we just happen to be there when needed.

Following are some roles in which you may or may not have found yourself in connection with school, either in class or in out-of-class activities sponsored by the school. (Remember, we are thinking of both.) Please check those you have found yourself in--regardless of how well you may feel you performed in those roles--since school began this fall. Then write in the name of the course or activity in which you were placed in that role.

Since school began this fall, which of the following have you done? Please check and indicate the organization or course with which what you did was connected:

EXHIBIT 22--Continued

19)

Role	Check Here	In what school club or other activity or course were you given this role?		
		Activity	Course	
1. Was chairman, or one who presides over group which decides matters				8-9
2. Substituted for teacher				10-11
3. Tutored students, either those needing help in your own class or younger ones, or helped teacher work with them				12-13
4. Was host at affair				14-15
5. Planned or helped plan special party, reception, or other affair				16-17
6. Was participant in special party or reception				18-19
7. Debated, gave speech, or was on panel discussion				20-21
8. Announced or "MC'd" using PA system (at game or other affairs) or read news over radio or public address system				22-23
9. Was master of ceremonies, announcer or introducer at affair or program				24-25
10. Was executive, manager, director, or in charge of team, or "captain"				26-27
11. Was team member or member of group which had special task to perform				28-29
12. Was assistant to someone, with little or no authority myself				30-31
13. Was editor of paper, magazine, or book				32-33
14. Was reporter or writer for a publication				34-35
15. Was involved in interviewing or polling (for opinions or information)				36-37
16. Was judge, referee, or umpire, as an individual				38-39

EXHIBIT 22--Continued

Role	Check Here	In what school club or other activity or course were you given this role?		
		Activity	Course	
17. Was part of judging team (for show or contest of some sort)				40-41
18. Monitored station in corridor or gate at affair or game				42-43
19. Directed traffic at school activity or worked in Safety Patrol				44-45
20. Was promoter or organizer of a drive for something--for a charity benefit, or for civic or school improvement				46-47
21. Was campaign manager, for election of someone, for instance, or ran for office yourself				48-49
22. Was involved in campaign for candidate for school office for others				50-51
23. Participated in fund-raising activity--car wash, "slave day," or concession (at games, etc.)				52-53
24. Sold something (subscriptions, tickets, etc.) as individual salesman.				54-55
25. Sang or played musical instrument in public performance				56-57
26. Was actor in stage play				58-59
27. Recited or read before class or other group				60-61
28. Was cheerleader				62-63
29. Was secretary, recorder, accountant				64-65
30. Helped produce art work, poster, model, float or display for exhibit or campaign				66-67
31. Personally produced art work, poster, model, float or display				68-69
32. Helped as volunteer in Principal's office or aid to teacher				70-71
33. Did part-time work at school for pay (in cafeteria, library, etc.)				72-73
34. Did part-time work outside school for pay				74-75

SUMMARY

Comprehensive educational planning is a key phrase in education today. It is fortunate that this is so since it reflects a movement away from the erratic, brush-fire type of planning that has long plagued the educational profession. It provides indication that at least some educators are becoming aware of the absolute necessity for articulating the various elements involved in public school education in order to provide the best possible instructional program for today's youth.

The research instruments presented and described in the preceding pages may be used to obtain "base-line" data regarding curriculum and instructional practices. These data, when fitted into their proper niche in the over-all planning process, should enable a school district to develop an effective, workable instructional program suited to the unique needs and capabilities of the both students and staff.

School systems wishing to obtain pre-decisional data in the areas of curriculum and instruction should find these instruments useful. They may be used individually or as a data gathering "kit". The user may wish to make slight modifications in certain of the instruments in order to adapt them to the specific system under study.

Comprehensive data are essential to effective planning and program development. However, it cannot be over-emphasized that successful program change can only occur when those affected by the change experience maximum involvement in the planning and implementation processes.